

Pay Equity Claim Settlement Agreement

Librarians and Library Assistants' Pay Equity Claim

1. Introduction

- 1.1. This Pay Equity Claim Settlement Agreement (“Settlement Agreement”) is a pay equity claim settlement for the purposes of the Equal Pay Act 1972 (“the Act”) and records the agreement reached between Te Tumu Whakarae mō te Mātauranga | the Secretary for Education and the New Zealand Educational Institute Te Riu Roa to settle the Librarians and Library Assistants' Pay Equity Claim (“the Claim”).
- 1.2. As a consequence of being covered by this Settlement Agreement, the Collective or Individual Employment Agreement of every employee who is covered by the Librarians and Library Assistants' Pay Equity Claim Settlement¹ is automatically varied in accordance with section 13ZM of the Act.

2. Parties

- 2.1. The parties to the Settlement Agreement (“the parties”) are:
 - 2.1.1. Te Tumu Whakarae mō te Mātauranga | the Secretary for Education (“the Secretary”) being treated as the employer of employees of state and state-integrated schools by delegation from the Public Service Commissioner and in accordance with section 13ZZG of the Act; and
 - 2.1.2. the New Zealand Educational Institute Te Riu Roa (“NZEI Te Riu Roa”).

3. Background

- 3.1. On 6 November 2020, NZEI Te Riu Roa raised a pay equity claim with the Secretary on behalf of school librarians and library assistants (the Claim). In January 2021, the Claim was agreed as arguable, and on 8 October 2021 the parties signed Terms of Reference to govern its resolution.
- 3.2. The parties worked collaboratively between October 2021 and August 2022 to investigate the Claim, including a gender-neutral work assessment of claimants and comparators.
- 3.3. The parties agreed to use the gender-neutral Pay Equity Aromatawai Mahi (“PEAM”) factor-scoring tool and corresponding interview guide as the method for factor-based data collection and data assessment.
- 3.4. Between October 2021 and February 2022, 36 interviews were carried out with a randomly selected sample of librarians and library assistants and their supervisors that was representative of school demographics. The interview transcripts were then analysed and the key areas of responsibility and associated tasks and activities identified.

¹ Covered by the Librarians and Library Assistants' Pay Equity Claim Settlement, in relation to an employee, means the employee –

- (a) was covered by the Librarians and Library Assistants' Pay Equity Claim at the time that the claim was settled; or
- (b) has accepted an offer of the benefit of the Librarians and Library Assistants' Pay Equity Claim Settlement made under section 13ZL(2), (4), or (5) of the Act.

3.5. The work covered by the Claim was identified and is all work covered by the Librarians and Library Assistants' Work Matrix Table (included in clause 5.4 below), regardless of the employee's designation or role title.

3.6. The parties identified and agreed to the comparator occupations listed below, which were used to assess and resolve the Claim.

3.7. Comparator Groups:

- Teacher Aides;
- Administration Staff in Schools;
- Fishery Officers;
- Parking Compliance Officers;
- Cadastral Surveyors;
- Corrections Officers; and
- Customs Officers.

3.8. The work assessment and investigation process identified a sex-based undervaluation.

3.9. On 2 December 2022, following negotiation, the parties agreed in-principle to settle the Claim and draft this Settlement Agreement to offer to proposed settlement employees² for consideration and mandate as required under s13ZF of the Act for the union to enter into a pay equity claim settlement.

4. Agreed terms of settlement

4.1. The parties have agreed the Claim is settled and that the remuneration provided for in this Settlement Agreement does not differentiate between male and female employees in the manner set out in section 2AAC(b) of the Act, and any historical undervaluation is resolved.

4.2. The purpose of this Settlement Agreement is to:

4.2.1. settle the Claim and record the agreed outcome of settlement negotiations in writing to fulfil the requirements of sections 2AAC(b) and 13ZH(3) of the Act; and

4.2.2. record the process for reviewing and maintaining pay equity for employees covered by the Settlement Agreement; and

4.2.3. detail the frequency of those reviews, which must be aligned with any applicable collective bargaining rounds or if no collective bargaining round applies, at least every three years; and

4.2.4. include a summary of the method used to assess the Claim and a description of the comparators that were considered by the parties; and

4.2.5. provide certainty for the parties that this Settlement Agreement is a full and final settlement of all matters relating to the Claim from the date this Settlement Agreement comes into force (section 13ZH of the Act).

² Proposed settlement employee means each employee who is covered by the Librarians and Library Assistants' Pay Equity Claim.

4.3. This Settlement Agreement applies to employees who are covered by the Claim.³

4.4. Additionally, all employees employed by a state or state-integrated school (as defined in section 10(1) of the Education and Training Act 2020) who were not covered by the Claim, but who perform the same, or substantially similar work as the work to which this Settlement Agreement relates, and who are not barred from raising their own claim under the Act, will be offered the full benefit of this Settlement Agreement, in accordance with section 13ZL of the Act.

5. Settlement Agreement detail

5.1. Remuneration

5.1.1. The parties have reached agreement on remuneration for employees covered by the Claim. The parties agree that the remuneration set out in the pay scale in the table in clause 5.1.2 below, does not differentiate between male and female employees in the manner set out in section 2AAC(b) of the Act.

5.1.2. The table below sets out the agreed rates of pay expressed as both hourly and annual rates. Only if an employee is on the top step in a Grade, employers may agree a pay rate above the printed rate for that step.

Grade	Step	Hourly rate	Annual Rate
A	1	\$24.99	\$51,973
	2	\$26.30	\$54,709
	3	\$27.69	\$57,588
B	1	\$28.08	\$58,399
	2	\$28.94	\$60,205
	3	\$29.84	\$62,067
	4	\$30.76	\$63,987
	5	\$31.71	\$65,966
	6	\$32.70	\$68,006
	7	\$33.68	\$70,046
	1	\$36.11	\$75,112
	2	\$37.42	\$77,836

³ Covered by the Librarians and Library Assistants' Pay Equity Claim, in relation to an employee, means the employee –
 (a) is covered by the Librarians and Library Assistants' Pay Equity Claim in accordance with section 13W of the Act; and
 (b) has not opted out under section 13Y of the Act.

C	3	\$38.78	\$80,659
	4	\$40.18	\$83,584
	5	\$41.64	\$86,616
D	1	\$44.23	\$92,001
	2	\$45.60	\$94,846
	3	\$47.01	\$97,780
	4	\$48.46	\$100,804

Notes:

- In the table above, the annual rate is based on a 40 hour/week, 52 week/year employee. For an employee who is employed for fewer than 40 hours/week, 52 weeks/year, the annual rate should be pro-rated.
- The divisor to calculate the hourly rate from the annual rate is 2,080.

5.2. Translation to new pay scale

5.2.1. The parties have reached agreement on how employees will be translated to the new pay scale from 23 November 2022.

5.2.2. Librarians and library assistants employed pursuant to the Support Staff in Schools' Collective Agreement, or an individual employment agreement based off that collective agreement, will translate to the applicable pay equity rate based on the step or steps held from 23 November 2022, as set out in the table and additional details below:

Current Grade	Current Grade & Step	Current hourly rate	Translation Grade	Translation step	Translation hourly rate
A	A1	\$22.75	A	3	\$27.69
B	B1	\$22.75	B	1	\$28.08
	B2	\$22.92		2	\$28.94
C	C2	\$22.92		2	\$28.94
	C3	\$23.69		3	\$29.84
	C4	\$24.56		4	\$30.76
	C5	\$25.43		5	\$31.71
	C6	\$26.30		6	\$32.70
	C7	\$27.17		7	\$33.68
D	D7	\$27.17	C	1	\$36.11
	Range of rates	\$27.18-\$30.34		2	\$37.42
		\$30.35-\$33.52		3	\$38.78
		\$33.53-\$36.68		4	\$40.18

	D8	\$36.69		5	\$41.64
--	----	---------	--	---	---------

5.2.3. For librarians and library assistants employed pursuant to the Te Aho o Te Kura Pounamu Specialist and Support Staff Collective Agreement, or an individual employment agreement based off that collective agreement, the Ministry of Education, NZEI Te Riu Roa and Te Kura will work together to determine the appropriate translation to the applicable pay equity rate based on the step or steps held from 23 November 2022. This will occur during Term 2, 2023.

5.2.4. For librarians and library assistants employed pursuant to the Specialist Residential Schools' Collective Agreement, or an individual employment agreement based off that collective agreement, the Ministry of Education, NZEI Te Riu Roa and each school with librarians and / or library assistants will work together to determine the appropriate translation to the applicable pay equity rate based on the step or steps held from 23 November 2022. This will occur during Term 2, 2023. The PSA (New Zealand Public Service Association), the union that is party to the Specialist Residential Schools' Collective Agreement, may also be involved in this translation and implementation process where the employees covered by the Claim are union members.

5.2.5. The following terms apply to all translation processes:

5.2.5.1. Librarians or library assistants whose hourly rate prior to translation exceeded the applicable Work Matrix Grade maximum hourly rate will retain that higher rate.

5.2.5.2. Translation is additional to, not a replacement for, annual progression set out in clause 5.3 below.

5.3. Progression

5.3.1. Subject to clause 5.3.2 below, the parties agree that employees will progress through the steps included **within** a Grade on an annual basis, either on the employee's anniversary date or, where no anniversary date is established, 12 calendar months from the effective date of the pay equity rates, and annually thereafter. Progression does not occur beyond the top step of a Grade.

5.3.2. Progression will occur unless the employer considers that the employee has failed to meet standards of performance as assessed by the employer against the job description and/or written requirements for the position and has informed the employee of this in writing no later than two months prior to the progression due date.

5.3.3. For employees in Grade B, progression will occur as outlined in clauses 5.3.1 and 5.3.2 to the maximum step of the Grade. Once an employee is at the maximum step of the Grade, no further change beyond that step will occur unless:

5.3.3.1. the employee has been on the top step of Grade B for at least 12 calendar months; and

5.3.3.2. the employee is meeting or exceeding standards of performance as assessed by the employer against the job description and / or written requirements for the position; and

5.3.3.3. the employer considers the employee's work is not solely within Grade B because some of the routine and ongoing skills, demands and responsibilities required by the role and performed by the employee fall within Grade C.

Where the employer considers this to have occurred, the employee will be placed on step 1 of Grade C.

5.3.4. If progression on the basis of the rules set out in this clause would put the employee in a worse position than if they had remained subject to the pay scale and progression rules existing prior to this Settlement Agreement coming into force, the employee shall be entitled to progress to the rate they would have been on under the previous system.

5.4. Work Matrix

5.4.1. The parties have agreed on a new Work Matrix Table. To be covered by the Librarian and Library Assistants' Work Matrix Table, an employee will maintain and / or procure and / or provide and / or grow a physical and / or digital collection of books, archives, learning resources / programmes, devices and library management systems. A full description of this work can be found in the Work Matrix Table.

5.4.2. The Librarian and Library Assistants' Work Matrix Table sets out the most common skills, responsibilities and demands that apply to librarians and library assistants working within Grades A to D.

5.4.3. When determining where a role fits within the Work Matrix Table, an employer will need to assess the routine and ongoing skills, demands and responsibilities of the role, and not things that are a one-off or isolated event. Not every activity in a grade must be part of the role for the role to be placed in a particular grade, but the grade must recognise the highest-level skills, demands and responsibilities that are required for competent performance of the role.

5.4.4. The Librarian and Library Assistants' Work Matrix Table, which applies from 23 November 2022, is set out in Appendix 1.

5.5. Placement on Appointment

5.5.1. The employer will determine job descriptions and / or other written requirements and the applicable Work Matrix Grade for all positions as part of the recruitment process.

5.5.2. On appointment, the employee's role must be placed in a Work Matrix Grade using the Librarian and Library Assistants' Work Matrix Table set out above.

5.5.3. A librarian or library assistant employed for two or more distinct positions must be placed in the appropriate Work Matrix Grade for each position.

5.5.4. The pay rate can be at any step within the minimum and maximum rates of the applicable Work Matrix Grade. In determining the applicable step, the employer should also consider any particular skills and qualifications held by the librarian or library assistant as well as any previous relevant paid or unpaid work experience.

5.5.5. Where an employee has previously been employed in a librarian or library assistant role covered by the Claim, and the break in employment (including between employers) has been less than 12 months then the following applies:

Based on information about their previous employment provided by the employee, placement on appointment must take into account their previous service as follows:

- Where the skills / demands / responsibilities of the new role is within the same Work Matrix Grade as the previous role, the starting step should be at least the step the employee last held.

- The employer should also consider any particular skills and qualifications held, as well as any relevant paid or unpaid work experience undertaken by the employee since they were last employed.

5.6. Parental payment

5.6.1. The parties have agreed to introduce a parental payment from the date that this Settlement Agreement comes into effect for employees who return to work for six months following a period of primary carer leave (as defined in section 2 of the Parental Leave and Employment Protection Act 1987). The terms of the parental payment will be as follows:

Where an employee, who takes primary carer leave (as defined in section 2 of the Parental Leave and Employment Protection Act 1987) after the Settlement Agreement comes into effect, returns to duty before or at the expiration of their parental leave and completes a further six months' service, they qualify for a payment equivalent to six weeks' pay, at the rate applying for the six weeks immediately prior to the commencement of parental leave.

Provided that, if both parents are employed in the school, or the employee's partner is employed in the Education Service or Public Service, and are both eligible for payment, then they are entitled to one and only one payment, and they may choose (after they have qualified) who will receive it.

Any adjustments to the salary scale that are backdated into the period covered will apply.

An employee who is absent on parental leave for less than six weeks will have their payment prorated based on the period of absence on parental leave.

Any payment is to be based on the percentage rate of employment prior to absence on parental leave. However, an employee who works less than their normal hours for a short period only, prior to their commencing parental leave, may have their case for full payment considered by the employer.

6. **Additional Workforce Matters**

6.1. During the investigation into the Claim, the parties identified some separate issues that the parties have agreed to progress. These matters are detailed below:

6.1.1. *Funding model*

6.1.1.1. The parties note that there is currently a review of how schools are funded for teacher aides. Following the receipt of the final recommendations from that review, consideration will be given to extending the review of how schools are funded for other para-professional roles, including librarians and library assistants.

6.1.2. *Research*

6.1.2.1. The parties agree to request that the Accord Governance Group considers the current research into the current practice and use of teacher aides and kaiāwhina in schools and kura being extended to librarians and library assistants.

6.1.3. *Career pathways and professional development*

- 6.1.3.1. The parties agree that career pathways and professional learning and development for librarians and library assistants should be considered as part of the Administrators PLD (Professional Learning and Development) Joint Working Group.

7. Implementation

7.1. Date of settlement

- 7.1.1. This Settlement Agreement will come into effect on the date it is signed by both parties.

7.2. Payment of pay equity rates

- 7.2.1. The new pay scale agreed as part of this Settlement Agreement and set out in the table in clause 5.1.2 above will come into effect on 23 November 2022. Payment of the new pay equity rates, based on the applicable translation process outlined in clause 5.2, is planned to occur by 31 August 2023 (“the implementation date”).
- 7.2.2. The parties acknowledge that there are practical constraints to implementation and understand and accept that implementation cannot be immediate.

7.3. Regrading

- 7.3.1. The parties agree that any employees covered by this Settlement Agreement who consider that the grade they are translated to, based on the applicable translation process outlined in clause 5.2, is not consistent with their work when considered against the Librarians and Library Assistants’ Work Matrix Table, may request that their employer review their grade. Any regrading requests are to be submitted between the start of Term 2 2023 until 1 December 2023.
- 7.3.2. If the employee requests their role to be regraded prior to 1 December 2023 and where the employer and employee agree that the employee’s grade (based on their work at the date of this Settlement Agreement) is incorrect, the correction will be applied from the date the new pay equity rates came into effect (23 November 2022) or the date that the employee commenced in that role, whichever is the later. Any regrading that occurs as a consequence of a request for regrading made after 1 December 2023 will be effective from the date of the employer’s decision. Any change of pay arising from regrading under this provision will be paid after the payment of the new pay equity rates outlined in clause 5.1.2.

8. Review

- 8.1. The parties agree that they will review the remuneration agreed in this Settlement Agreement to ensure that pay equity is maintained in accordance with section 13ZH of the Act.
- 8.2. Reviews will be aligned with the applicable collective bargaining round.
- 8.3. The parties agree to consider a range of available information as part of any review, including but not limited to, trends in changes to the Labour Cost Index, Consumer Price Index, and Treasury analysis of labour movements, as well as trends in changes to the remuneration of the comparator workforces referred to in clause 3.7 above.

9. Union mandate

- 9.1. NZEI Te Riu Roa confirms that:

9.1.1. It owes a duty of good faith to each employee covered by the Claim; and

9.1.2. It has the mandate to sign this Settlement Agreement on behalf of employees covered by the Claim pursuant to section 13ZF(5) of the Act.

10. Good Faith

10.1. The parties will deal with each other in good faith on all matters under, or associated with, this Settlement Agreement in accordance with section 13C of the Act.

11. Costs

11.1. The parties agree to bear their own costs of negotiating and entering into this Settlement Agreement.

12. Counterparts and entire agreement

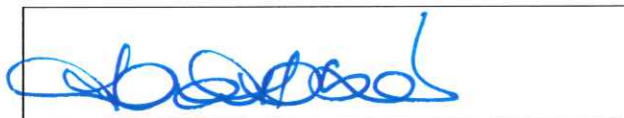
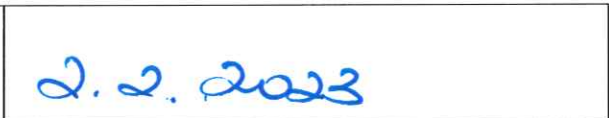
12.1. This Settlement Agreement may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement.

12.2. This Settlement Agreement is made up of all of its parts including appendices, and supersedes and extinguishes all previous drafts, agreements, arrangements, and understandings between the parties.

13. Legal advice

13.1. The parties agree they have had the opportunity to seek independent legal advice on the meaning and effect of this Settlement Agreement.

Signatories

	
Iona Holsted Secretary for Education	Date

[NAME] [ROLE] For NZEI Te Riu Roa	Date

Witnessed by:

--	--

[NAME] [ROLE] For the New Zealand Public Service Association	Date
--	------

[NAME] [ROLE] For New Zealand School Trustees Association	Date

Appendix 1 – Librarian and Library Assistants' Work Matrix Table

Work Matrix Grade	General Description	Supervision and Management	Level of Necessary Skills and Knowledge	Problem Solving	Interpersonal and Communications Skills
A	Holds responsibility for own work under general supervision.	No formal supervision or mentoring of others is required. Provides occasional advice or direction.	Assists with cataloguing, issuing and receiving books, laptops and other resources. Undertakes or assists with routine tasks including repairs, cleaning, weeding and processing books and stocktaking. Uses relevant library management systems effectively. Undertakes a range of general administration tasks, including setting up signage, displays and posters.	Uses clear patterns and procedures to deal with clearly defined problems.	Exchanges day-to-day information effectively, including questioning, providing information and maintaining collaboration with colleagues, students and/or staff. Responds with tact, patience and calmness to enquiries or challenges. Active listening, empathy and observation of physical cues are expected. Respects and has basic knowledge of te reo Māori and tikanga or relevant other cultures. Creates library signage and labels in languages other than English. Contributes to the library being viewed as a safe and welcoming space.

Work Matrix Grade	General Description	Supervision and Management	Level of Necessary Skills and Knowledge	Problem Solving	Interpersonal and Communications Skills
B	<p>Manages own work and day-to-day priorities under limited supervision. Includes sole charge librarians and archivists.</p>	<p>Oversees or trains colleagues or student librarians.</p> <p>Assists with the supervision of students in the library during break times, study classes, meetings and activities.</p> <p>Plans and provides games and creative activities in order to engage students.</p>	<p>Manages assigned collections and maintains relevant material and content. This includes administering relevant online research databases and digital learning resources and creating and maintaining catalogue records.</p> <p>Works with teachers to develop activities, workshops and events within the library and to support curriculum delivery.</p> <p>Purchases and orders books, resources, capital assets and services for the library/archives within a financially delegated budget.</p> <p>Applies for external funding and/or grants.</p> <p>Manages, customises and updates the Library</p>	<p>Works within existing policies and procedures and identifies when issues need to be escalated.</p> <p>Organises and determines the layout of the library and its facilities in a systematic way to make resources easier to locate.</p> <p>Works with students, whānau and teachers to ensure books and resources are returned and overdue items are recovered.</p>	<p>Provides direct support to individual students and teachers requiring assistance with locating or researching material.</p> <p>Provides immediate support and response to students who are upset or distressed and escalates to other staff as required for further support.</p> <p>Fosters a safe and welcoming environment in the library.</p> <p>Understands that students have emotional requirements and monitors them for escalating behaviours. Persuasion, and negotiation skills are frequently required to assist de-escalation and encouragement of alternative behaviours.</p> <p>Uses te reo Māori or another relevant language/s in day-to-day interactions with students, whānau and staff.</p> <p>Promotes inclusivity around gender/faith/culture/disability/sex</p>

Work Matrix Grade	General Description	Supervision and Management	Level of Necessary Skills and Knowledge	Problem Solving	Interpersonal and Communications Skills
			<p>Management System to meet school needs.</p> <p>Designs and hosts activities, workshops and clubs within the library.</p> <p>Develops and delivers literacy based presentations or sessions.</p> <p>Promotes a reading culture within the school among staff and students.</p> <p>Implements weeding and stock-taking procedures.</p> <p>Conserves archives or taonga collections.</p>		<p>uality when engaging with students. This level works with diverse learners in terms of learning ability and cultural diversity.</p> <p>Arranges for guest speakers to come to the library to share knowledge and stories.</p> <p>Builds and maintains relationships with parent groups, local communities, book and resource suppliers.</p> <p>Conducts research on Te Tiriti o Waitangi principles, Kaupapa Māori and local iwi, to enhance the library collection.</p>
C	<p>Holds full responsibility for the management of the library and library staff with direct accountability for results.</p>	<p>Manages the recruitment, development and appraisal of other library staff.</p> <p>Authorises staff expenditure for the library and its facilities.</p>	<p>Works with internal and external staff to identify and support future curriculum planning and changes and undertakes research to ensure currency and diversity of the library collection.</p>	<p>Identifies and instigates system and policy changes to provide improved efficiency and effectiveness of library services.</p>	<p>Models appropriate support for student wellbeing and is the escalation point for behaviour management in the library.</p> <p>Initiates and creates library resources to support students in times of crisis. At this grade employee may play an active part</p>

Work Matrix Grade	General Description	Supervision and Management	Level of Necessary Skills and Knowledge	Problem Solving	Interpersonal and Communications Skills
		<p>Develops and delivers a library budget for the school boards/finance committee.</p>	<p>Designs and runs structured programmes to aid student learning.</p> <p>Uses knowledge of Aotearoa/ New Zealand schools and kura curricula to help students at all levels with research and literacy skills. This includes research for external exams such as NCEA and Cambridge or specialist areas such as te reo Māori and in tikanga Māori.</p> <p>Uses the school's foundational knowledge of te ao Māori to inform the design and layout of the library.</p> <p>Responsible for annual planning and influencing medium-term strategic plans and decisions for the library through direct control or expert advice to senior leadership.</p>		<p>in a group overseeing pastoral care at the school.</p> <p>Responsible for leading the promotion of Māori literature and resources and ensuring accessibility.</p>

Work Matrix Grade	General Description	Supervision and Management	Level of Necessary Skills and Knowledge	Problem Solving	Interpersonal and Communications Skills
<p>CONTEXT: These roles in grade D may be timebound (project based) or ongoing and while they will have day-to-day library management responsibilities at grade C, they require additional specialist knowledge to enable the provision of library services that meet the changing information and literacy needs of the school.</p>					
D	<p>Positions at this grade are fully autonomous. Work requires subject matter expertise based on extensive practical experience or a relevant tertiary level qualification plus experience.</p>	<p>Holds relevant professional knowledge, specialist skills or relevant qualifications/significant relevant experience to provide distinct expert services.</p> <p>Manages the environment/s with substantial independence, and reports to the school board.</p> <p>Holds full accountability for major financial resources and responsibility for several significant physical/digital assets to provide services.</p> <p>Responsible for strategic long-term planning and business development for the library, and its role and objectives within the school's overall business plans and objectives.</p> <p>Strong, innovative and collaborative approaches required to troubleshoot complex problems involving multiple variables and a range of options. Investigative research and analysis necessary.</p>			

Schedule 1 - Record of Deemed Variation of Support Staff in Schools' Collective Agreement

To give effect to the Librarians and Library Assistants' Pay Equity Claim Settlement Agreement ("the Settlement Agreement"), the following clauses will vary the Support Staff in Schools' Collective Agreement and any Individual Employment Agreements based on that collective agreement of employees covered by the Settlement Agreement. The variations will come into effect from the date the Settlement Agreement is signed by the parties.

3.2 Pay rates for grade A, grade B, grade C and grade D

3.2.2 The following pay scale will apply to all support staff except:

- a. those in the Executive Management Group whose pay rates are set out in clause 3.1 and
- b. those who routinely undertake work described in the Teacher Aide Work Matrix Table, whether designated as a Teacher Aide or not or whose pay rates are set out in clause 3A.4.3 and
- c. those who routinely undertake work described in the Administration Support Staff Work Matrix Table, whether designated as Administration support staff or not and
- d. those who routinely undertake work described in the Librarian and Library Assistants' Work Matrix Table, whether designated as a librarian or library assistant or not.

3.6 Grading

3.6.1 Every position will be placed within one of the four grades (A, B, C or D), except for positions in the Executive Management Group and positions covered by Part 3A, Part 3B or Part 3C below.

3.9 Movement between grades

3.9.1 Movement between grades shall occur by appointment to an established position, or by re-grading of a position where the requirements of the position have altered substantially. An employer shall consider the factors in clause 3.6 or 3A.3 or 3B.2 or 3C.2 as the criteria for movement between grades. Where movement between grades occurs the employee shall be paid on a step at a rate not less than that which the employee was previously paid.

PART 3C Librarian and Library Assistant Remuneration

3C.1 Application

3C.1.1 This Part 3C applies to employees to whom the Librarian and Library Assistants' Work Matrix Table set out in clause 3C.2 applies, whether designated as a librarian or library assistant or not.

3C.1.2 The following clauses from Part 3 do NOT apply to employees to whom Part 3C applies: clause 3.1; clause 3.2; clause 3.3; clause 3.4; clause 3.6; clause 3.7 and clause 3.8.

3C.2 Work Matrix Table

3C.2.1 The parties have agreed on the following Librarian and Library Assistants' Work Matrix Table. To be covered by the Librarian and Library Assistants' Work Matrix Table, an employee will maintain and / or procure and / or provide and / or grow a physical and / or

digital collection of books, archives, learning resources / programmes, devices and library management systems. A full description of the work can be found in the Work Matrix Table.

3C.2.2 The Librarian and Library Assistants' Work Matrix Table sets out the most common skills, responsibilities and demands that apply to librarians and library assistants working within Grades A to D.

3C.2.3 When determining where a role fits within the Work Matrix Table, an employer will need to assess the routine and ongoing skills, demands and responsibilities of the role, and not things that are a one-off or isolated event. Not every activity in a grade must be part of the role for the role to be placed in a particular grade, but the grade must recognise the highest-level skills, demands and responsibilities that are required for competent performance of the role.

3C.2.4 The Librarian and Library Assistants' Work Matrix Table is set out below and applies from 23 November 2022.

Librarian and Library Assistants' Work Matrix Table

Work Matrix Grade	General Description	Supervision and Management	Level of Necessary Skills and Knowledge	Problem Solving	Interpersonal and Communications Skills
A	Holds responsibility for own work under general supervision.	No formal supervision or mentoring of others is required. Provides occasional advice or direction.	Assists with cataloguing, issuing and receiving books, laptops and other resources. Undertakes or assists with routine tasks including repairs, cleaning, weeding and processing books and stocktaking. Uses relevant library management systems effectively. Undertakes a range of general administration tasks, including setting up signage, displays and posters.	Uses clear patterns and procedures to deal with clearly defined problems.	Exchanges day-to-day information effectively, including questioning, providing information and maintaining collaboration with colleagues, students and/or staff. Responds with tact, patience and calmness to enquiries or challenges. Active listening, empathy and observation of physical cues are expected. Respects and has basic knowledge of te reo Māori and tikanga or relevant other cultures. Creates library signage and labels in languages other than English. Contributes to the library being viewed as a safe and welcoming space.
B	Manages own work and day-to-day priorities under limited supervision. Includes sole	Oversees or trains colleagues or student librarians. Assists with the supervision of	Manages assigned collections and maintains relevant material and content. This includes administering relevant online research databases	Works within existing policies and procedures and identifies when issues need to be escalated.	Provides direct support to individual students and teachers requiring assistance with locating or researching material.

Work Matrix Grade	General Description	Supervision and Management	Level of Necessary Skills and Knowledge	Problem Solving	Interpersonal and Communications Skills
	charge librarians and archivists.	<p>students in the library during break times, study classes, meetings and activities.</p> <p>Plans and provides games and creative activities in order to engage students.</p>	<p>and digital learning resources and creating and maintaining catalogue records.</p> <p>Works with teachers to develop activities, workshops and events within the library and to support curriculum delivery.</p> <p>Purchases and orders books, resources, capital assets and services for the library/archives within a financially delegated budget.</p> <p>Applies for external funding and/or grants.</p> <p>Manages, customises and updates the Library Management System to meet school needs.</p> <p>Designs and hosts activities, workshops and clubs within the library.</p>	<p>Organises and determines the layout of the library and its facilities in a systematic way to make resources easier to locate.</p> <p>Works with students, whānau and teachers to ensure books and resources are returned and overdue items are recovered.</p>	<p>Provides immediate support and response to students who are upset or distressed and escalates to other staff as required for further support.</p> <p>Fosters a safe and welcoming environment in the library.</p> <p>Understands that students have emotional requirements and monitors them for escalating behaviours. Persuasion, and negotiation skills are frequently required to assist de-escalation and encouragement of alternative behaviours.</p> <p>Uses te reo Māori or another relevant language/s in day-to-day interactions with students, whānau and staff.</p> <p>Promotes inclusivity around gender/faith/culture/disability/sexuality when engaging with students. This level works with diverse learners in terms of learning ability and cultural diversity.</p>

Work Matrix Grade	General Description	Supervision and Management	Level of Necessary Skills and Knowledge	Problem Solving	Interpersonal and Communications Skills
			<p>Develops and delivers literacy based presentations or sessions.</p> <p>Promotes a reading culture within the school among staff and students.</p> <p>Implements weeding and stock-taking procedures.</p> <p>Conserves archives or taonga collections.</p>		<p>Arranges for guest speakers to come to the library to share knowledge and stories.</p> <p>Builds and maintains relationships with parent groups, local communities, book and resource suppliers.</p> <p>Conducts research on Te Tiriti o Waitangi principles, Kaupapa Māori and local iwi, to enhance the library collection.</p>
C	<p>Holds full responsibility for the management of the library and library staff with direct accountability for results.</p>	<p>Manages the recruitment, development and appraisal of other library staff.</p> <p>Authorises staff expenditure for the library and its facilities.</p> <p>Develops and delivers a library budget for the school board/finance committee.</p>	<p>Works with internal and external staff to identify and support future curriculum planning and changes and undertakes research to ensure currency and diversity of the library collection.</p> <p>Designs and runs structured programmes to aid student learning.</p> <p>Uses knowledge of Aotearoa/ New Zealand schools and kura curricula</p>	<p>Identifies and instigates system and policy changes to provide improved efficiency and effectiveness of library services.</p>	<p>Models appropriate support for student wellbeing and is the escalation point for behaviour management in the library.</p> <p>Initiates and creates library resources to support students in times of crisis. At this grade employee may play an active part in a group overseeing pastoral care at the school.</p> <p>Responsible for leading the promotion of Māori literature and resources and ensuring accessibility.</p>

Work Matrix Grade	General Description	Supervision and Management	Level of Necessary Skills and Knowledge	Problem Solving	Interpersonal and Communications Skills
			<p>to help students at all levels with research and literacy skills. This includes research for external exams such as NCEA and Cambridge or specialist areas such as te reo Māori and in tikanga Māori.</p> <p>Uses the school's foundational knowledge of te ao Māori to inform the design and layout of the library.</p> <p>Responsible for annual planning and influencing medium-term strategic plans and decisions for the library through direct control or expert advice to senior leadership.</p>		

CONTEXT: These roles in grade D may be timebound (project based) or ongoing and while they will have day-to-day library management responsibilities at grade C, they require additional specialist knowledge to enable the provision of library services that meet the changing information and literacy needs of the school.

Work Matrix Grade	General Description	Supervision and Management	Level of Necessary Skills and Knowledge	Problem Solving	Interpersonal and Communications Skills
D	Positions at this grade are fully autonomous. Work requires subject matter expertise based on extensive practical experience or a relevant tertiary level qualification plus experience.	<p>Holds relevant professional knowledge, specialist skills or relevant qualifications/significant relevant experience to provide distinct expert services.</p> <p>Manages the environment/s with substantial independence, and reports to the school board.</p> <p>Holds full accountability for major financial resources and responsibility for several significant physical/digital assets to provide services.</p> <p>Responsible for strategic long-term planning and business development for the library, and its role and objectives within the school's overall business plans and objectives.</p> <p>Strong, innovative and collaborative approaches required to troubleshoot complex problems involving multiple variables and a range of options. Investigative research and analysis necessary.</p>			

3C.3 Librarian and library assistant pay rates

3C.3.1 The following pay rates apply to all employees who routinely undertake work described in the Librarian and Library Assistants' Work Matrix Table, whether designated as a librarian or library assistant or not. These pay rates apply from 23 November 2022.

3C.3.2 Only if an employee is on the top step in a grade may employers agree a pay rate above the printed rate for that step.

3C.3.3 Librarian and library assistant pay rates:

Grade	Step	Hourly rate
A	1	\$24.99
	2	\$26.30
	3	\$27.69

B	1	\$28.08
	2	\$28.94
	3	\$29.84
	4	\$30.76
	5	\$31.71
	6	\$32.70
	7	\$33.68

C	1	\$36.11
	2	\$37.42
	3	\$38.78
	4	\$40.18
	5	\$41.64

D	1	\$44.23
	2	\$45.60
	3	\$47.01
	4	\$48.46

Notes:

To calculate the indicative annual salary rate for a 40 hour/week, 52 week/year employee, the hourly rate will be multiplied by 2,080.

To calculate the indicative annual salary rate for a 37.5 hour/week, 52 week/year employee, the hourly rate will be multiplied by 1,950.

3C.4 Translation to new librarian and library assistant pay rates

3C.4.1 Librarians and library assistants who were employed under this Agreement on or after 23 November 2022 will translate to the applicable pay equity rate based on the step or steps held from 23 November 2022, as set out in the table and additional details below:

Current Grade	Current Grade & Step	Current hourly rate	Translation Grade	Translation step	Translation hourly rate
A	A1	\$22.75	A	3	\$27.69
B	B1	\$22.75	B	1	\$28.08
	B2	\$22.92		2	\$28.94
C	C2	\$22.92		2	\$28.94
	C3	\$23.69		3	\$29.84
	C4	\$24.56		4	\$30.76
	C5	\$25.43		5	\$31.71
	C6	\$26.30		6	\$32.70
	C7	\$27.17	7	\$33.68	
D	D7	\$27.17	C	1	\$36.11
	Range of rates	\$27.18-\$30.34		2	\$37.42
		\$30.35-\$33.52		3	\$38.78
		\$33.53-\$36.68		4	\$40.18
	D8	\$36.69		5	\$41.64

3C.4.2 Librarians and library assistants whose hourly rate prior to translation exceeded the applicable Work Matrix Grade maximum hourly rate will retain that higher rate.

3C.4.3 Translation is additional to, not a replacement for, annual progression under clause 3C.6 below.

3C.5 Placement on appointment

3C.5.1 The employer will determine job descriptions and / or other written requirements and the applicable Work Matrix Grade for all positions as part of the recruitment process.

3C.5.2 Upon appointment to a librarian or library assistant position, the employee's role must be placed in a Work Matrix Grade using the Librarian and Library Assistants' Work Matrix Table set out in clause 3C.2.

3C.5.3 A librarian or library assistant employed for two or more distinct positions, must be placed in the appropriate Work Matrix Grade for each position.

3C.5.4 The pay rate can be at any step within the minimum and maximum rates of the applicable Work Matrix Grade. In determining the applicable step, the employer should also consider any particular skills and qualifications held by the librarian or library assistant as well as any previous relevant paid or unpaid work experience.

3C.5.5 Where an employee has previously been employed in a librarian or library assistant role covered by the Librarians and Library Assistants' Pay Equity Claim Settlement, and the break in employment (including between employers) has been less than 12 months then the following applies:

Based on information about their previous employment provided by the employee, placement on appointment must take into account their previous service as follows:

- Where the skills / demands / responsibilities of the new role is within the same Work Matrix Grade as the previous role, the starting step should be at least the step they last held.
- The employer should also consider any particular skills and qualifications held, as well as any previous relevant paid or unpaid work experience undertaken by the employee since they were last employed.

3C.6 Progression within the Work Matrix Grades

3C.6.1 Subject to clause 3C.6.2 below, from 23 November 2022, employees will progress through the steps included **within** a Grade on an annual basis, either on the employee's anniversary date or, where no anniversary date is established, 12 calendar months from the effective date of the pay equity rates, and annually thereafter until the employee reaches the maximum step of their Grade. Progression does not occur beyond the top step of a Grade.

3C.6.2 Progression will occur unless the employer considers that the employee has failed to meet standards of performance as assessed by the employer against the job description and/or written requirements for the position and has informed the employee of this in writing no later than two months prior to the progression due date.

3C.6.3 For employees in Grade B, progression will occur as outlined in clauses 3C.6.1 and 3C.6.2 to the maximum step of the Grade. Once an employee is at the maximum step of the Grade, no further change beyond that step will occur unless:

- a. the employee has been on the top step of Grade B for at least 12 calendar months; and
- b. the employee is meeting or exceeding standards of performance as assessed by the employer against the job description and / or written requirements for the position; and
- c. the employer considers the employee's work is not solely within Grade B because some of the routine and ongoing skills, demands and responsibilities required by the role and performed by the employee fall within Grade C.

Where the employer considers this to have occurred, the employee will be placed on step 1 of Grade C.

3C.6.4 For employees employed prior to [insert date of settlement], if progression on the basis of the rules set out in clauses 3C.6.1 to 3C.6.3 above would put the employee in a worse position than they would have been in had they remained subject to the pay scale and progression rules existing prior to 23 November 2022, the employee shall be entitled to progress to the rate they would have been on under the previous system.

3C.7 Pay equity review

3C.7.1 The remuneration of employees who routinely undertake work described in the Librarian and Library Assistants' Work Matrix Table set out in clause 3C.2 will be reviewed periodically to ensure that pay equity is maintained. These reviews will be aligned with the collective bargaining round.

3C.7.2 The parties agree to consider a range of available information as part of any review, including but not limited to, trends in changes to the Labour Cost Index, Consumer Price Index, and Treasury analysis of labour movements, as well as trends in changes to the remuneration of the comparator workforces used to assess the Librarians and Library Assistants' Pay Equity Claim.

3C.8 Parental payment

3C.8.1 Where an employee to whom this Part 3C applies takes primary carer leave (as defined in section 2 of the Parental Leave and Employment Protection Act 1987) after [insert date the Librarians and Library Assistants' Pay Equity Claim Settlement Agreement came into effect], returns to duty before or at the expiration of their parental leave and completes a further six months service, they qualify for a payment equivalent to six weeks' pay, at the rate applying for the six weeks immediately prior to the commencement of parental leave.

3C.8.2 Provided that, if both parents are employed in the school, or the employee's partner is employed in the Education Service or Public Service, and are both eligible for payment, then they are entitled to one and only one payment, and they may choose (after they have qualified) who will receive it.

3C.8.3 Any adjustments to the salary scale that are backdated into the period covered will apply.

3C.8.4 An employee who is absent on parental leave for less than 6 weeks will have their payment prorated based on the period of absence on parental leave.

3C.8.5 Any payment is to be based on the percentage rate of employment prior to absence on parental leave. However, an employee who works less than their normal hours for a short period only, prior to their commencing parental leave, may have their case for full payment considered by the employer.

Schedule 2 – Record of Deemed Variation of Individual Employment Agreements based on the expired Te Aho o Te Kura Pounamu Specialist and Support Collective Agreement

There are employees covered by the Librarians and Library Assistants' Pay Equity Claim Settlement Agreement ("the Settlement Agreement") who are employed pursuant to an Individual Employment Agreement based on the expired Te Aho o Te Kura Pounamu Specialist and Support Collective Agreement. To give effect to the Settlement Agreement, the following clauses will automatically vary such Individual Employment Agreements. The variations will come into effect from the date the Settlement Agreement is signed by the parties.

4.2.1 The following pay scales will apply to all employees defined in clause 2.2 except:

- a. those who routinely undertake work described in the Administration Support Staff Work Matrix Table set out in clause 4A.2.1, whether designated as administration support staff or not; and
- b. those who routinely undertake work described in the Librarian and Library Assistants' Work Matrix Table set out in clause 4B.2, whether designated as a librarian or library assistant or not.

PART 4B Librarian and Library Assistant Remuneration

4B.1 Application

4B.1.1 This Part 4B applies to employees to whom the Librarian and Library Assistants' Work Matrix Table set out in clause 4B.2 applies, whether designated as a librarian or library assistant or not.

4B.1.2 The following clauses from Part 4 do NOT apply to employees to whom Part 4B applies: clause 4.1; clause 4.2; clause 4.3 and clause 4.4.

4B.2 Work Matrix Table

4B.2.1 The parties have agreed on the following Librarian and Library Assistants' Work Matrix Table. To be covered by the Librarian and Library Assistants' Work Matrix Table, an employee will maintain and / or procure and / or provide and / or grow a physical and / or digital collection of books, archives, learning resources / programmes, devices and library management systems. A full description of the work can be found in the Work Matrix Table.

4B.2.2 The Librarian and Library Assistants' Work Matrix Table sets out the most common skills, responsibilities and demands that apply to librarians and library assistants working within Grades A to D.

4B.2.3 When determining where a role fits within the Work Matrix Table, an employer will need to assess the routine and ongoing skills, demands and responsibilities of the role, and not things that are a one-off or isolated event. Not every activity in a grade must be part of the role for the role to be placed in a particular grade, but the grade must recognise the highest-level skills, demands and responsibilities that are required for competent performance of the role.

4B.2.4 The Librarian and Library Assistants' Work Matrix Table is set out below and applies from 23 November 2022.

Librarian and Library Assistants' Work Matrix Table

Work Matrix Grade	General Description	Supervision and Management	Level of Necessary Skills and Knowledge	Problem Solving	Interpersonal and Communications Skills
A	Holds responsibility for own work under general supervision.	No formal supervision or mentoring of others is required. Provides occasional advice or direction.	Assists with cataloguing, issuing and receiving books, laptops and other resources. Undertakes or assists with routine tasks including repairs, cleaning, weeding and processing books and stocktaking. Uses relevant library management systems effectively. Undertakes a range of general administration tasks, including setting up signage, displays and posters.	Uses clear patterns and procedures to deal with clearly defined problems.	Exchanges day-to-day information effectively, including questioning, providing information and maintaining collaboration with colleagues, students and/or staff. Responds with tact, patience and calmness to enquiries or challenges. Active listening, empathy and observation of physical cues are expected. Respects and has basic knowledge of te reo Māori and tikanga or relevant other cultures. Creates library signage and labels in languages other than English. Contributes to the library being viewed as a safe and welcoming space.

Work Matrix Grade	General Description	Supervision and Management	Level of Necessary Skills and Knowledge	Problem Solving	Interpersonal and Communications Skills
B	<p>Manages own work and day-to-day priorities under limited supervision. Includes sole charge librarians and archivists.</p>	<p>Oversees or trains colleagues or student librarians.</p> <p>Assists with the supervision of students in the library during break times, study classes, meetings and activities.</p> <p>Plans and provides games and creative activities in order to engage students.</p>	<p>Manages assigned collections and maintains relevant material and content. This includes administering relevant online research databases and digital learning resources and creating and maintaining catalogue records.</p> <p>Works with teachers to develop activities, workshops and events within the library and to support curriculum delivery.</p> <p>Purchases and orders books, resources, capital assets and services for the library/archives within a financially delegated budget.</p> <p>Applies for external funding and/or grants.</p> <p>Manages, customises and updates the Library</p>	<p>Works within existing policies and procedures and identifies when issues need to be escalated.</p> <p>Organises and determines the layout of the library and its facilities in a systematic way to make resources easier to locate.</p> <p>Works with students, whānau and teachers to ensure books and resources are returned and overdue items are recovered.</p>	<p>Provides direct support to individual students and teachers requiring assistance with locating or researching material.</p> <p>Provides immediate support and response to students who are upset or distressed and escalates to other staff as required for further support.</p> <p>Fosters a safe and welcoming environment in the library.</p> <p>Understands that students have emotional requirements and monitors them for escalating behaviours. Persuasion, and negotiation skills are frequently required to assist de-escalation and encouragement of alternative behaviours.</p> <p>Uses te reo Māori or another relevant language/s in day-to-day interactions with students, whānau and staff.</p> <p>Promotes inclusivity around gender/faith/culture/disability/se</p>

Work Matrix Grade	General Description	Supervision and Management	Level of Necessary Skills and Knowledge	Problem Solving	Interpersonal and Communications Skills
			<p>Management System to meet school needs.</p> <p>Designs and hosts activities, workshops and clubs within the library.</p> <p>Develops and delivers literacy based presentations or sessions.</p> <p>Promotes a reading culture within the school among staff and students.</p> <p>Implements weeding and stock-taking procedures.</p> <p>Conserves archives or taonga collections.</p>		<p>Quality when engaging with students. This level works with diverse learners in terms of learning ability and cultural diversity.</p> <p>Arranges for guest speakers to come to the library to share knowledge and stories.</p> <p>Builds and maintains relationships with parent groups, local communities, book and resource suppliers.</p> <p>Conducts research on Te Tiriti o Waitangi principles, Kaupapa Māori and local iwi, to enhance the library collection.</p>
C	<p>Holds full responsibility for the management of the library and library staff with direct accountability for results.</p>	<p>Manages the recruitment, development and appraisal of other library staff.</p> <p>Authorises staff expenditure for the library and its facilities.</p>	<p>Works with internal and external staff to identify and support future curriculum planning and changes and undertakes research to ensure currency and diversity of the library collection.</p>	<p>Identifies and instigates system and policy changes to provide improved efficiency and effectiveness of library services.</p>	<p>Models appropriate support for student wellbeing and is the escalation point for behaviour management in the library.</p> <p>Initiates and creates library resources to support students in times of crisis. At this grade employee may play an active part</p>

Work Matrix Grade	General Description	Supervision and Management	Level of Necessary Skills and Knowledge	Problem Solving	Interpersonal and Communications Skills
		<p>Develops and delivers a library budget for the school board/finance committee.</p>	<p>Designs and runs structured programmes to aid student learning.</p> <p>Uses knowledge of Aotearoa/ New Zealand schools and kura curricula to help students at all levels with research and literacy skills. This includes research for external exams such as NCEA and Cambridge or specialist areas such as te reo Māori and in tikanga Māori.</p> <p>Uses the school's foundational knowledge of te ao Māori to inform the design and layout of the library.</p> <p>Responsible for annual planning and influencing medium-term strategic plans and decisions for the library through direct control or expert advice to senior leadership.</p>		<p>in a group overseeing pastoral care at the school.</p> <p>Responsible for leading the promotion of Māori literature and resources and ensuring accessibility.</p>

Work Matrix Grade	General Description	Supervision and Management	Level of Necessary Skills and Knowledge	Problem Solving	Interpersonal and Communications Skills
<p>CONTEXT: These roles in grade D may be timebound (project based) or ongoing and while they will have day-to-day library management responsibilities at grade C, they require additional specialist knowledge to enable the provision of library services that meet the changing information and literacy needs of the school.</p>					
<p>D</p>	<p>Positions at this grade are fully autonomous. Work requires subject matter expertise based on extensive practical experience or a relevant tertiary level qualification plus experience.</p>	<p>Holds relevant professional knowledge, specialist skills or relevant qualifications/significant relevant experience to provide distinct expert services.</p> <p>Manages the environment/s with substantial independence, and reports to the school board.</p> <p>Holds full accountability for major financial resources and responsibility for several significant physical/digital assets to provide services.</p> <p>Responsible for strategic long-term planning and business development for the library, and its role and objectives within the school's overall business plans and objectives.</p> <p>Strong, innovative and collaborative approaches required to troubleshoot complex problems involving multiple variables and a range of options. Investigative research and analysis necessary.</p>			

4B.3 Librarian and library assistant pay rates

4B.3.1 The following pay rates apply to all employees who routinely undertake work described in the Librarian and Library Assistants' Work Matrix Table, whether designated as a librarian or library assistant or not. These pay rates apply from 23 November 2022.

4B.3.2 Only if an employee is on the top step in a grade may employers agree a pay rate above the printed rate for that step.

4B.3.3 Librarian and library assistant pay rates:

Grade	Step	Annual Rate
A	1	\$51,973
	2	\$54,709
	3	\$57,588
B	1	\$58,399
	2	\$60,205
	3	\$62,067
	4	\$63,987
	5	\$65,966
	6	\$68,006
	7	\$70,046
C	1	\$75,112
	2	\$77,836
	3	\$80,659
	4	\$83,584
	5	\$86,616
D	1	\$92,001
	2	\$94,846
	3	\$97,780
	4	\$100,804

Notes:

- *The annual rate is based on a 40 hour/week, 52 week/year employee. For an employee who is employed for fewer than 40 hours/week, 52 weeks/year, the annual rate should be pro-rated.*

- *To calculate the indicative hourly rate for a 40 hour/week, 52 week/year employee, the annual rate will be divided by 2,080.*

4B.4 Placement on appointment

4B.4.1 The employer will determine job descriptions and / or other written requirements and the applicable Work Matrix Grade for all positions as part of the recruitment process.

4B.4.2 Upon appointment to a librarian or library assistant position, the employee's role must be placed in a Work Matrix Grade using the Librarian and Library Assistants' Work Matrix Table set out in clause 4B.2.

4B.4.3 A librarian or library assistant employed for two or more distinct positions, must be placed in the appropriate Work Matrix Grade for each position.

4B.4.4 The pay rate can be at any step within the minimum and maximum rates of the applicable Work Matrix Grade. In determining the applicable step, the employer should also consider any particular skills and qualifications held by the librarian or library assistant as well as any previous relevant paid or unpaid work experience.

4B.4.5 Where an employee has previously been employed in a librarian or library assistant role covered by the Librarians and Library Assistants' Pay Equity Claim Settlement, and the break in employment (including between employers) has been less than 12 months then the following applies:

Based on information about their previous employment provided by the employee, placement on appointment must take into account their previous service as follows:

- Where the skills / demands / responsibilities of the new role is within the same Work Matrix Grade as the previous role, the starting step should be at least the step they last held.
- The employer should also consider any particular skills and qualifications held, as well as any previous relevant paid or unpaid work experience undertaken by the employee since they were last employed.

4B.5 Progression within the Work Matrix Grades

4B.5.1 Subject to clause 4B.5.2 below, from 23 November 2022, employees will progress through the steps included **within** a Grade on an annual basis, either on the employee's anniversary date or, where no anniversary date is established, 12 calendar months from the effective date of the pay equity rates, and annually thereafter until the employee reaches the maximum step of their Grade. Progression does not occur beyond the top step of a Grade.

4B.5.2 Progression will occur unless the employer considers that the employee has failed to meet standards of performance as assessed by the employer against the job description and/or written requirements for the position and has informed the employee of this in writing no later than two months prior to the progression due date.

4B.5.3 For employees in Grade B, progression will occur as outlined in clauses 4B.5.1 and 4B.5.2 to the maximum step of the Grade. Once an employee is at the maximum step of the Grade, no further change beyond that step will occur unless:

- a. the employee has been on the top step of Grade B for at least 12 calendar months; and

- b. the employee is meeting or exceeding standards of performance as assessed by the employer against the job description and / or written requirements for the position; and
- c. the employer considers the employee's work is not solely within Grade B because some of the routine and ongoing skills, demands and responsibilities required by the role and performed by the employee fall within Grade C.

Where the employer considers this to have occurred, the employee will be placed on step 1 of Grade C.

4B.5.4 For employees employed prior to [insert date of settlement], if progression on the basis of the rules set out in clauses 4B.5.1 to 4B.5.3 above would put the employee in a worse position than they would have been in had they remained subject to the pay scale and progression rules existing prior to 23 November 2022, the employee shall be entitled to progress to the rate they would have been on under the previous system.

4B.6 PAY EQUITY REVIEW

4B.6.1 The remuneration of employees who routinely undertake work described in the Librarian and Library Assistants' Work Matrix Table set out in clause 4B.2 will be reviewed periodically to ensure that pay equity is maintained. These reviews will be aligned with the collective bargaining round.

4B.6.2 The parties agree to consider a range of available information as part of any review, including but not limited to, trends in changes to the Labour Cost Index, Consumer Price Index, and Treasury analysis of labour movements, as well as trends in changes to the remuneration of the comparator workforces used to assess the Librarian and Library Assistants' Pay Equity Claim.

4B.7 Parental payment

4B.7.1 Where an employee to whom this Part 4B applies takes primary carer leave (as defined in section 2 of the Parental Leave and Employment Protection Act 1987) after [insert date the Librarians and Library Assistants' Pay Equity Claim Settlement Agreement came into effect], returns to duty before or at the expiration of their parental leave and completes a further six months service, they qualify for a payment equivalent to six weeks' pay, at the rate applying for the six weeks immediately prior to the commencement of parental leave.

4B.7.2 Provided that, if both parents are employed in the school, or the employee's partner is employed in the Education Service or Public Service, and are both eligible for payment, then they are entitled to one and only one payment, and they may choose (after they have qualified) who will receive it.

4B.7.3 Any adjustments to the salary scale that are backdated into the period covered will apply.

4B.7.4 An employee who is absent on parental leave for less than 6 weeks will have their payment prorated based on the period of absence on parental leave.

4B.7.5 Any payment is to be based on the percentage rate of employment prior to absence on parental leave. However, an employee who works less than their normal hours for a short

period only, prior to their commencing parental leave, may have their case for full payment considered by the employer.

Schedule 3 – Record of Deemed Variation of Specialist Residential Schools’ Collective Agreement

To give effect to the Librarians and Library Assistants’ Pay Equity Claim Settlement Agreement (“the Settlement Agreement”), the following clauses will vary the Specialist Residential Schools’ Collective Agreement and any Individual Employment Agreements based on that collective agreement of employees covered by the Settlement Agreement. The variation will come into effect from the date the Settlement Agreement is signed by the parties.

- 4.2.2** With effect from 10 August 2021 the following pay scale will apply to all non-teaching staff employed by special residential schools, except:
- a. those in the Specialist and Executive/Management Group; and
 - b. those who routinely undertake work described in the Administration Support Staff Work Matrix Table, whether designated as administration support staff or not; and
 - c. Those who routinely undertake work described in the Librarian and Library Assistants’ Work Matrix Table, whether designated as a librarian or library assistant or not.
- 4.5.1** Every position shall be placed within one of the four grades A, B, C or D except for positions in the Specialist and Executive/Management Group and positions covered by Section 4A or Section 4B below.
- 4.8.1** Unless otherwise specified movement between the grades shall occur:
- (a) by appointment or promotion; or
 - (b) by re-grading of the position where the requirements of the position have altered substantially. The Employer shall consider the factors in clause 4.5 or 4B.2 as the criteria for movement between grades.

Section 4B Librarian and Library Assistant Remuneration

4B.1 Application

4B.1.1 This Section 4B applies to employees to whom the Librarian and Library Assistants’ Work Matrix Table set out in clause 4B.2 applies, whether designated as a librarian or library assistant or not.

4B.1.2 The following clauses from Section 4 do NOT apply to employees to whom Section 4B applies: clause 4.1; clause 4.2; clause 4.3; clause 4.5; clause 4.6; clause 4.7; clause 4.9.

4B.2 WORK MATRIX TABLE

4B.2.1 The parties have agreed on the following Librarian and Library Assistants’ Work Matrix Table. To be covered by the Librarian and Library Assistants’ Work Matrix Table, an employee will maintain and / or procure and / or provide and / or grow a physical and / or digital collection of books, archives, learning resources / programmes, devices and library management systems. A full description of the work can be found in the Work Matrix Table.

4B.2.2 The Librarian and Library Assistants' Work Matrix Table sets out the most common skills, responsibilities and demands that apply to librarians and library assistants working within Grades A to D.

4B.2.3 When determining where a role fits within the Work Matrix Table, an employer will need to assess the routine and ongoing skills, demands and responsibilities of the role, and not things that are a one-off or isolated event. Not every activity in a grade must be part of the role for the role to be placed in a particular grade, but the grade must recognise the highest-level skills, demands and responsibilities that are required for competent performance of the role.

4B.2.4 The Librarian and Library Assistants' Work Matrix Table is set out below and applies from 23 November 2022.

Librarian and Library Assistants' Work Matrix Table

Work Matrix Grade	General Description	Supervision and Management	Level of Necessary Skills and Knowledge	Problem Solving	Interpersonal and Communications Skills
A	Holds responsibility for own work under general supervision.	No formal supervision or mentoring of others is required. Provides occasional advice or direction.	Assists with cataloguing, issuing and receiving books, laptops and other resources. Undertakes or assists with routine tasks including repairs, cleaning, weeding and processing books and stocktaking. Uses relevant library management systems effectively. Undertakes a range of general administration tasks, including setting up signage, displays and posters.	Uses clear patterns and procedures to deal with clearly defined problems.	Exchanges day-to-day information effectively, including questioning, providing information and maintaining collaboration with colleagues, students and/or staff. Responds with tact, patience and calmness to enquiries or challenges. Active listening, empathy and observation of physical cues are expected. Respects and has basic knowledge of te reo Māori and tikanga or relevant other cultures. Creates library signage and labels in languages other than English. Contributes to the library being viewed as a safe and welcoming space.
B	Manages own work and day-to-day priorities under limited supervision. Includes sole	Oversees or trains colleagues or student librarians. Assists with the supervision of	Manages assigned collections and maintains relevant material and content. This includes administering relevant online research databases	Works within existing policies and procedures and identifies when issues need to be escalated.	Provides direct support to individual students and teachers requiring assistance with locating or researching material.

Work Matrix Grade	General Description	Supervision and Management	Level of Necessary Skills and Knowledge	Problem Solving	Interpersonal and Communications Skills
	charge librarians and archivists.	<p>students in the library during break times, study classes, meetings and activities.</p> <p>Plans and provides games and creative activities in order to engage students.</p>	<p>and digital learning resources and creating and maintaining catalogue records.</p> <p>Works with teachers to develop activities, workshops and events within the library and to support curriculum delivery.</p> <p>Purchases and orders books, resources, capital assets and services for the library/archives within a financially delegated budget.</p> <p>Applies for external funding and/or grants.</p> <p>Manages, customises and updates the Library Management System to meet school needs.</p> <p>Designs and hosts activities, workshops and clubs within the library.</p>	<p>Organises and determines the layout of the library and its facilities in a systematic way to make resources easier to locate.</p> <p>Works with students, whānau and teachers to ensure books and resources are returned and overdue items are recovered.</p>	<p>Provides immediate support and response to students who are upset or distressed and escalates to other staff as required for further support.</p> <p>Fosters a safe and welcoming environment in the library.</p> <p>Understands that students have emotional requirements and monitors them for escalating behaviours. Persuasion, and negotiation skills are frequently required to assist de-escalation and encouragement of alternative behaviours.</p> <p>Uses te reo Māori or another relevant language/s in day-to-day interactions with students, whānau and staff.</p> <p>Promotes inclusivity around gender/faith/culture/disability/sexuality when engaging with students. This level works with diverse learners in terms of learning ability and cultural diversity.</p>

Work Matrix Grade	General Description	Supervision and Management	Level of Necessary Skills and Knowledge	Problem Solving	Interpersonal and Communications Skills
			<p>Develops and delivers literacy based presentations or sessions.</p> <p>Promotes a reading culture within the school among staff and students.</p> <p>Implements weeding and stock-taking procedures.</p> <p>Conserves archives or taonga collections.</p>		<p>Arranges for guest speakers to come to the library to share knowledge and stories.</p> <p>Builds and maintains relationships with parent groups, local communities, book and resource suppliers.</p> <p>Conducts research on Te Tiriti o Waitangi principles, Kaupapa Māori and local iwi, to enhance the library collection.</p>
C	<p>Holds full responsibility for the management of the library and library staff with direct accountability for results.</p>	<p>Manages the recruitment, development and appraisal of other library staff.</p> <p>Authorises staff expenditure for the library and its facilities.</p> <p>Develops and delivers a library budget for the school board/finance committee.</p>	<p>Works with internal and external staff to identify and support future curriculum planning and changes and undertakes research to ensure currency and diversity of the library collection.</p> <p>Designs and runs structured programmes to aid student learning.</p> <p>Uses knowledge of Aotearoa/ New Zealand schools and kura curricula</p>	<p>Identifies and instigates system and policy changes to provide improved efficiency and effectiveness of library services.</p>	<p>Models appropriate support for student wellbeing and is the escalation point for behaviour management in the library.</p> <p>Initiates and creates library resources to support students in times of crisis. At this grade employee may play an active part in a group overseeing pastoral care at the school.</p> <p>Responsible for leading the promotion of Māori literature and resources and ensuring accessibility.</p>

Work Matrix Grade	General Description	Supervision and Management	Level of Necessary Skills and Knowledge	Problem Solving	Interpersonal and Communications Skills
			<p>to help students at all levels with research and literacy skills. This includes research for external exams such as NCEA and Cambridge or specialist areas such as te reo Māori and in tikanga Māori.</p> <p>Uses the school's foundational knowledge of te ao Māori to inform the design and layout of the library.</p> <p>Responsible for annual planning and influencing medium-term strategic plans and decisions for the library through direct control or expert advice to senior leadership.</p>		

CONTEXT: These roles in grade D may be timebound (project based) or ongoing and while they will have day-to-day library management responsibilities at grade C, they require additional specialist knowledge to enable the provision of library services that meet the changing information and literacy needs of the school.

Work Matrix Grade	General Description	Supervision and Management	Level of Necessary Skills and Knowledge	Problem Solving	Interpersonal and Communications Skills
D	Positions at this grade are fully autonomous. Work requires subject matter expertise based on extensive practical experience or a relevant tertiary level qualification plus experience.	<p>Holds relevant professional knowledge, specialist skills or relevant qualifications/significant relevant experience to provide distinct expert services.</p> <p>Manages the environment/s with substantial independence, and reports to the school board.</p> <p>Holds full accountability for major financial resources and responsibility for several significant physical/digital assets to provide services.</p> <p>Responsible for strategic long-term planning and business development for the library, and its role and objectives within the school's overall business plans and objectives.</p> <p>Strong, innovative and collaborative approaches required to troubleshoot complex problems involving multiple variables and a range of options. Investigative research and analysis necessary.</p>			

4B.3 Librarian and library assistant pay rates

4B.3.1 The following pay rates apply to all employees who routinely undertake work described in the Librarian and Library Assistants' Work Matrix Table, whether designated as a librarian or library assistant or not. These pay rates apply from 23 November 2022.

4B.3.2 Only if an employee is on the top step in a grade may employers agree a pay rate above the printed rate for that step.

4B.3.3 Librarian and library assistant pay rates:

Grade	Step	Annual Rate
A	1	\$51,973
	2	\$54,709
	3	\$57,588
B	1	\$58,399
	2	\$60,205
	3	\$62,067
	4	\$63,987
	5	\$65,966
	6	\$68,006
	7	\$70,046
C	1	\$75,112
	2	\$77,836
	3	\$80,659
	4	\$83,584
	5	\$86,616
D	1	\$92,001
	2	\$94,846
	3	\$97,780
	4	\$100,804

Notes:

- *The annual rate is based on a 40 hour/week, 52 week/year employee. For an employee who is employed for fewer than 40 hours/week, 52 weeks/year, the annual rate should be pro-rated.*

- *To calculate the indicative hourly rate for a 40 hour/week, 52 week/year employee, the annual rate will be divided by 2,080.*

4B.4 Placement on appointment

4B.4.1 The employer will determine job descriptions and / or other written requirements and the applicable Work Matrix Grade for all positions as part of the recruitment process.

4B.4.2 Upon appointment to a librarian or library assistant position, the employee's role must be placed in a Work Matrix Grade using the Librarian and Library Assistants' Work Matrix Table set out in clause 4B.2.

4B.4.3 A librarian or library assistant employed for two or more distinct positions, must be placed in the appropriate Work Matrix Grade for each position.

4B.4.4 The pay rate can be at any step within the minimum and maximum rates of the applicable Work Matrix Grade. In determining the applicable step, the employer should also consider any particular skills and qualifications held by the librarian or library assistant as well as any previous relevant paid or unpaid work experience.

4B.4.5 Where an employee has previously been employed in a librarian or library assistant role covered by the Librarians and Library Assistants' Pay Equity Claim Settlement, and the break in employment (including between employers) has been less than 12 months then the following applies:

Based on information about their previous employment provided by the employee, placement on appointment must take into account their previous service as follows:

- Where the skills / demands / responsibilities of the new role is within the same Work Matrix Grade as the previous role, the starting step should be at least the step they last held.
- The employer should also consider any particular skills and qualifications held, as well as any previous relevant paid or unpaid work experience undertaken by the employee since they were last employed.

4B.5 Progression within the Work Matrix Grades

4B.5.1 Subject to clause 4B.5.2 below, from 23 November 2022, employees will progress through the steps included **within** a Grade on an annual basis, either on the employee's anniversary date or, where no anniversary date is established, 12 calendar months from the effective date of the pay equity rates, and annually thereafter until the employee reaches the maximum step of their Grade. Progression does not occur beyond the top step of a Grade.

4B.5.2 Progression will occur unless the employer considers that the employee has failed to meet standards of performance as assessed by the employer against the job description and/or written requirements for the position and has informed the employee of this in writing no later than two months prior to the progression due date.

4B.5.3 For employees in Grade B, progression will occur as outlined in clauses 4B.5.1 and 4B.5.2 to the maximum step of the Grade. Once an employee is at the maximum step of the Grade, no further change beyond that step will occur unless:

- a. the employee has been on the top step of Grade B for at least 12 calendar months; and

- b. the employee is meeting or exceeding standards of performance as assessed by the employer against the job description and / or written requirements for the position; and
- c. the employer considers the employee's work is not solely within Grade B because some of the routine and ongoing skills, demands and responsibilities required by the role and performed by the employee fall within Grade C.

Where the employer considers this to have occurred, the employee will be placed on step 1 of Grade C.

4B.5.4 For employees employed prior to [insert date of settlement], if progression on the basis of the rules set out in clauses 4B.5.1 to 4B.5.3 above would put the employee in a worse position than they would have been in had they remained subject to the pay scale and progression rules existing prior to 23 November 2022, the employee shall be entitled to progress to the rate they would have been on under the previous system.

4B.6 PAY EQUITY REVIEW

4B.6.1 The remuneration of employees who routinely undertake work described in the Librarian and Library Assistants' Work Matrix Table set out in clause 4B.2 will be reviewed periodically to ensure that pay equity is maintained. These reviews will be aligned with the collective bargaining round.

4B.6.2 The parties agree to consider a range of available information as part of any review, including but not limited to, trends in changes to the Labour Cost Index, Consumer Price Index, and Treasury analysis of labour movements, as well as trends in changes to the remuneration of the comparator workforces used to assess the Librarian and Library Assistants' Pay Equity Claim.